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ABSTRACT

To obtain faculty suggestions for the design and production of instructional videotapes at the College of Education at Northern Illincis University, a survey questionnaire was mailed to the instructional staff. The needs expressed in responses varied widely among the elementary, secondary, administration, instructional technology, physical education, and special education departments, In all cases, television was seen as a way to make instruction more innovative and effective. (EMH)

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Future Television Programming in the College of Education at Northern Illinois University

by

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Introduction

In October of 1975, a faculty survey was taken in the College of Education at Northern Illinois University to help prepare a "concept paper for a proposal to develop a library of instructional tapes". The survey was conducted by sending a (see page 9) questionnaire to each of the two hundred-sixty professors in the College of Education. The responses that were returned indicated a great interest among the faculty members to have good educational video tape material that they could use for classroom viewing.

In an (1) article by E. De Alton Partridge, the importance of television in education was well described.

> "There is reason to believe that television is one of the most effective means of human communication. It is graphic; it is immediate; it is widespread. It can project the human personality great distances and magnify its influence many times. Today we know that it can, with great effectiveness, perform some functions in the teaching process. Certainly those who prepare teachers should not ignore this dramatic new medium. Organized education depends upon human communication. If the younger generation is to learn from the older, methods must be available for transmitting ideas and information from teacher to learner. When any system of communication becomes available to a large proportion of the population it becomes a potential force in education. In the past this has happened with the spoken word, the written word, printing, motion pictures, and radio. It is happening with television. If television is to play an important part in the education for the future; and if, as many believe, the role of the teacher is to be altered by this electronic device; then colleges and universities that prepare teachers must be concerned about it. Television is "here to stay," and educators must recognize it as a force and as a possible ally in a gigantic undertaking."

Educational Television published an article in July 1970, titled (2) "Involve Your Faculty in Videotape Production". The

article written by three faculty members of Hinds Junior College in Raymond, Mississippi, listed these six reasons why you should involve your faculty.

" First, among college faculty members (particularly those with many years of experience) there are strong feelings toward individuality in instruction. They tend to develop unique, individual systems of instruction.

Although there are numerous films, slides, film strips, and video tapes for most general courses offered in colleges, very few instructors will accept a professionally prepared presentation as completely adequate for their own personal courses. Parts of such material might be accepted, but certain segments or sequences of segments will be rejected.

Keeping these observations in mind, one can assume that, with proper motivation, a faculty member can be encouraged to develop his own presentation on video tape which would satisfy better his individual needs and/or the college departmental needs.

Second, we are using a systems approach to learning with specific behavioral objectives for each unit of each course. The professionally prepared materials in most curriculum areas cover broad courses or units in their entirety instead of specific units in depth. There is very little commercial material available which can be used for direct student learning of a particular objective without supplemental aids.

Third, although commercially prepared programs are usually neat, smooth, and educationally sound, another school of thought contends that the experience of viewing the presentation will be more meaningful to the student if the setting is in the local environment, and the instructor is involved in the presentation.

Fourth, certain areas of instruction have not been covered by commercial firms. Even if a faculty member will accept such materials, it is frequently difficult to find any adequate software in the particular area needed.

Fifth, the development of a video tape by an instructor requires that the instructor's teaching system be analyzed. This analysis identifies educational objectives, and the means of achieving them is encouraged. Thus a faculty member consistently evolves a more effective instructional system.

Sixth, video tape can serve as the medium of media. Many audio-visual aids used by instructors in the past can all be recorded on video tape, eliminating the accumulation of various types of both hardware and software. This also eliminates many problems which faculty members encounter in using the media."

Secondary Education

A survey of faculty members of the Secondary Education Department indicated an interest and need for video tapes on creative classroom projects, artifacts, textbooks, material and equipment.

A desire was expressed to produce reader narrative plays on personality, that depict "humanistic" motivation, discipline learning, communication, and creativity. It was deemed desirable to tape panels of students and teachers at NIU in various situations; panels of teachers and student teachers discussing such topics as future classroom work. Another idea was to tape interviews of retired teachers, present teachers and new teachers.

Also of interest would be interviews with specific school personel; such as,principals, superintendents, counselors, officers of teacher's associations, teacher's unions, school architects, school contractors, student teachers, and other interested laymen. The taping of interesting dramatic incidents; such as, school strikes and school board meetings, when controversial items were present, would also be of interest.

It was thought that tapes of representative educational institutions would prove valuable. This area would not include just school related curriculum; but outside interest; such as, "how a farm boy learns to drive a tractor". Documentary types of presentations could be taken into schools to supplement

instructional programs.

There was also a desire to pr pare "in-service" teacher training materials and programming for the public schools. It was suggested that we be able to tape more guest speakers than we are presently doing. One member of the faculty was interested in having tapes of various transpersonal teaching techniques; such as, fantasy journeys, relaxation and bio-feedback.

Elementary Education

A survey of faculty members of the Elementary Education Departments indicated an interest and need for video tapes (A) concerning teaching problems; such as, starting the school year, planning, preparation, and good classroom practices for the first few days and weeks. Included in these tapes could be teaching classroom routines; such as, teacher-pupil relationships, building classroom climate, positive and negative practices and relationships, and dealing with classroom behavior problems.

There seemed to be a general concensus among elementary instructors that we need a progressive series of tapes focusing on particular age groups possibly starting with - 12 months to 18 months, 18 months to 24 months, 2 years to three years and etc., through the elementary grades.

It would be very useful to have preschool children in prompted and spontaneous language in formal and informal settings. This could include students involved in project type work or working in a planned environment. Ecology, social studies,

science, reading instruction and language development (B) were ideas of special interest. The teaching-learning situations could also be used for practice in observation techniques and lab experiences which are very valuable in (C) child development and educational psychology classes.

A desire was expressed to have an orientation tape of Laredo Taft. This is the outdoor education campus of Northern Illinois University. Along with this tape a series of follow-up tapes could be made on how to use the outdoor equipment such as the Sylvia compass, orienteering, and etc. (C) Taping of lab experiences at Laredo Taft would be a great aid in preparing other students for these experiences.

Another greatly expressed desire was to tape teaching methods and strategies and depict teaching roles. This would include both teachers and (A) student teachers in action doing creative teaching not only in classrooms but also in outdoor education practices on the school grounds and in the school neighborhood. Also, tapes depicting the beginning teacher, public relations and communication were mentioned.

A great desire has been expressed for the College of Education to have Media laboratory where students under supervision can learn to use television, radio, motion picture films, computer graphics, theater, and etc. Comments from one of the faculty stated this very well: (E)

> "Some of us who use media as an integral part of our instructional program find ourselves severely restricted. While we have added a micro teaching lab to our facilities,

this is designed primarily for students to critique themselves in the usual classroom work. We do not have facilities for doing much creative work that we should be doing if we are to offer more in learning how to use much contemporary technology. The threat of law suits has caused us to discontinue copying much creative work now available on radio, television, and in films. This closed avenues to contemporary art, technology, and learning. If we are to overcome these limitations so that we may do creative teaching, this University needs to begin a program of assistance, direction, and leadership which nutures the creative talent engaged in the educational enterprise. Here and there we have some departments which are concerned with media. However, we do not have an integrated program and enough laboratories for working with media. Students and staff need to be able to work with television, radio, film and other types of media in laboratories. Our production here has progressed very little in the last seven or eight years. Our students go into jobs in public schools almost ignorant and with little or no practice in using television, radio, motion picture films, computer graphics, theater, and/or other forms of expanding the classroom and the education enterprise. This is an unfortunate situation."

Administrative Education Department

A survey of faculty members of the Administrative Educational Department indicated an interest and need for video tapes (C) showing teacher-principal conflict situations, teacher board negotiation sessions, principal observing a teacher with a follow-up conference and principal interviewing a teacher in the selection process. It was also suggested that video tapes of discussions or presentations on statistical topics would be a great aid along with the written individualized instruction.

Instructional Technology Department

A survey of faculty members of the Instructional Technology Department indicated an interest and need for video tapes concerning how to set-up lighting for productions in still photography, motion picture photography and television.

They would also like tapes on how to make puppets and dioramas, and how to place displays and how to set-up exhibits. These would be ideas the student teacher could use when he or she begins teaching.

They also would desire tapes on how to make transparencies, and the mounting and laminating of pictures. They thought we could show the process of animation, titling and audio techniques. They also wanted a tape showing the Media facilities at Northern, which would include the Instructional Television Studio, the Speech Studio, which is used for teaching broadcasting, the lecture halls, the Media Technology Center in the College of Education and the Media Technology Program. There is also a need for projection showmanship which would include such things as how to set-up and prepare programs and materials for class ahead of time.

Physical Education Department

A survey of faculty members of the Physical Education Department brought to attention (F) that "it would be particularly good to have organizational, discipline, and teachable movement sequences, which can be stopped, discussed, and then continued, to show what actually happened and how this differed from the class discussion and/or decision. This would involve learners in movement and working in large spaced areas both in and outside." At present, one instructor in women's physical education is taping her bowling classes and then following-up

with previews. This is also done occassionally in men's physical education in football, soccer, basketball and etc. It would be desirous to do a great deal more.

Another suggestion was health related-self instruction.

Special Education Department

The desires of the Special Education Department were similiar to the Elementary Education Department; plus some additional tapes that would benefit their department; such as, teaching techniques for the blind. These tapes would include reading and writing braille and typing. Also of value would be teaching of the Crammer Abaens to children of different age levels and tactful perception and discrimination.

Student Teaching Department

A survey of faculty members of the Student Teaching Department indicated an interest and need for Video Tapes concerning student teachers in action with the natural setting of classroom participation in the Elementary, Secondary and Special Educational environments. Considerable interest seemed to be devoted to demonstrations of team teaching in both "small-contained classrooms" and "open-classrooms". The tapes would involve the student teachers from the first day experience, through progressing weeks, and to the final stages of assuming responsibility for the class.

Summary

From these faculty responses it was found that the needs are widely diversified, but that they do believe that television has the potential to meet these needs. Actually, the potential of television is unlimited. As one professor implied, it is important that future teachers have training in media productions.

In an article titled (3) "A Case for ITV Instruction", Dr. Carroll explained their course called "TV Production Techniques for Teachers at the University of Oregon." He stated, ..."That one of the primary weaknesses of teacher education today is a lack of formal course instruction in the utilization of video lessons." He also stated that, "through lectures and by working on television crews during the production of actual programs the students quickly learn the capabilities and limitations of television as an instructional tool."

Of course, what is not taught to the college student reflects back on the public school's system of teaching when they become teachers.

Educational Television in March 1971, published an article titled (4) "The Systems Approach:Alternative to Impotence in ITV Research", in which Professor Hayman stated, "that at this time we really do not understand very well how to use television effectively as a part of public school education. What we do know, we do not apply very well." He said that, "When the systems approach is followed, the question, instead of centering around how a particular course can best be taught

with television can be used to maximize the effectiveness of an instructional system."

Of the two hundred-sixty questionnaires sent out, ten percent were returned with suggestions. Several others talked to the author personally. Some expressed that they are more interested in working with the media than in publishing. Maybe this will open a new area for college professors in the future. Certainly, television will become a more integral part of teaching and learning as professors learn to become more creative and imaginative at programming. Video tapes, as any media, do help theory become more practical. With the help of qualified television specialists, professors can become innovative and reach their goals in the teaching process. With color facilities now coming within reach of University budgets programming will have better perception, depth, and originality, which will add motivation for the faculty involved in media. A great deal of media research is still needed for learning and teaching, but the out look is very promising as we move into creative and advanced television programming in education.

We are in the process of soliciting a grant to video tape educational materials and subjects for classroom use in the College of Education. In order to better serve the aims and purposes of the students and faculty, we would appreciate having your ideas on what subject matter for these tapes would benefit you as an instructor.

Video tapes, as educational helps, are used in such a small capacity at the present time; partially because of a lack of a good up to date supply of well presented materials. We would like to make these tapes original, interesting and yet beneficial in an educational capacity.

Would you please take a few moments of your time and comment on how video presentations might help you and what you would like to see presented. If you have any original ideas that would help; we would appreciate receiving these also.

Example - (Would you like to see special, interesting classroom projects video taped for use in future classes?)

There are many things that could be done; many areas and materials covered of which cannot be presented in the classroom at the present time.

Please add your comments on the back of this paper and return to Don Nevel, College of Education, Graham Hall 137. Your help will be appreciated and acknowledged in a future proposal for this project.

Thank you.

P.S. If you wish to discuss this project personally with me, please feel free to call me at 753-0441.

Key Page

A----------also Special Education, Secondary Education, Student Teaching

B----------Special Education

C----------Secondary Education

D----------Nancy Hungate, Asst. Professor in Women's Education

E----------Dr. Shelton Chastain, Assoc. Professor Elementary Education

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